PREFERRED WEB-BASED TEACHING-LEARNING PLATFORMS OF UNIVERSITY STUDENTS IN THE NEW NORMAL

FITZGERALD C. KINTANAR, SUZETTE T. ELLADORA, CRYSALI THERESE R. DAYAGANON, VIRGINIA S. ALBARRACIN & FINCH MARIE A. LEGASPI

Cebu Technological University–Argao, Cebu Philippines

ABSTRACT

Web-based teaching and learning platforms are systems that act as conduits for students to communicate with one another via electronic technology. These instruments are critical for successfully conducting the teaching-learning process in the new normal setting.

Thus, this study was conducted to ascertain the preferred web-based teaching and learning platforms used by students at Cebu Technological University – Argao Campus, Cebu Philippines during the Second Semester of the Academic year 2020-2021 as the basis for recommended E-learning platforms. This study employed the descriptive survey method to collect and interpret data, utilizing an adapted survey questionnaire from Ridho et al. (2019) and Mavroidis et al. (2013). The survey was administered via a Google form, which served as the primary data collection tool. The findings indicate that students prefer both virtual conferencing and learning management systems, which are frequently used by teachers in the university. Additionally, they prefer to use virtual conferencing because it enables them to participate in online lectures with their teachers and to access and download course materials more easily.

KEYWORDS: Preferred Web-Based Teaching Learning Platforms, Virtual Conferencing & Learning Management System

Original Article

1. INTRODUCTION

Evidently, education adapts to the ever-changing world. The pandemic's disruptions brought human activities to a halt, but not in educational settings. It constantly evolves but never ceases to be accessible and adaptable in this modern era. According to the United Nations (2020), the onset of the global health crisis, the COVID-19 pandemic, resulted in significant intrusions into educational systems, including higher education institutions, as it affected 1.6 billion learners in over 190 countries and on all continents. As a result, the situation necessitates immediate planning to develop additional solutions for ensuring educational continuity.

In response, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) established the Global Education Coalition to strengthen education systems and ensure that learning never stops in this unprecedented era through the use of distance-learning solutions. These solutions include establishing online learning platforms and enhancing teachers' capabilities in Africa, harvesting resources for Lebanon's online education, providing distance education in Arab States, and training teachers in Asia-Pacific via online platforms. Thus, the implementation of distance learning enables educational systems to develop more flexible modes of instruction and paves the way for the transition to online learning (UNESCO, 2020). In line with this, a survey conducted by the International Association of Universities (IAU) revealed that 85% of universities in Europe

considered substituting distance education and online learning for face-to-face classroom instruction, while 72% of universities in America considered the same, as did 60% of universities in Asia-Pacific and 29% of universities in Africa. Additionally, the results indicated that 67% of higher education institutions were able to shift teaching to online, 7% were unable to do so, and 27% are in the process of developing solutions to resume online learning and teaching. Thus, this survey indicates that online learning is one of the most widely used modes of instruction in universities worldwide as a means of sustaining students' learning in this unprecedented era.

According to Bates (2016), online learning is a type of distance education in which a course or program is intentionally designed and delivered via the internet via a variety of web-based teaching and learning platforms and tools. As a result, educational institutions worldwide are exploring online modes of delivery via various learning platforms in order to reintroduce teaching and learning. These web-based teaching and learning platforms are defined as a collection of interactive online services that provide teachers, students, parents, and other educational stakeholders with information, tools, and resources to assist in the delivery and management of educational services (Timeless Learning Technologies, 2016). Thus, these can be used as tools to ensure that learning continues despite the pandemic's intrusions.

According to Oproiu (2016), the use of web-based teaching and learning platforms in higher education improves students' comprehension of course content, increases their interest, and improves their learning. Additionally, Dominguez et al. (2018) reported that learning platforms motivate students to learn the subject and effectively facilitate course material accessibility.

Additionally, the use of various online learning platforms to enhance student learning should be guided by a variety of factors, including the learners' preferences (Gillingham & Molinari, 2012). Indeed, a study conducted by Balasubramaniana et al. (2014) discovered that when learners' preferences are considered, the use of a learning platform promotes learning. As a result, these findings suggest that learners' preferences play a significant role in stimulating learning in the new normal. In the Philippines, the pandemic disrupted educational systems, including higher education institutions, as the International Agency Task Force implemented a community quarantine to restrict outdoor activities, effectively prohibiting face-to-face instruction (Simbulan, 2020). In this regard, the Commission on Higher Education (CHED) established flexible learning to enable students to continue their education when traditional modes of instruction are unavailable due to national emergencies. Flexible learning is available in three modified forms: online learning, offline learning via printed modules, and blended learning, which is a combination of online and offline learning (Magsambol, 2020).

As one of the Philippines' state universities, Cebu Technological University - Argao Campus has adopted flexible learning in the form of remote online learning as the new normal to ensure learning continuity during the pandemic. Students and teachers engage in synchronous and asynchronous class sessions via a variety of web-based teaching and learning platforms. Teachers at the college of education, particularly those teaching the Bachelor of Elementary Education (BEEd), are utilizing a variety of web-based teaching and learning platforms, including virtual conferencing platforms for live online lectures and learning management systems for course content delivery. However, students in this new mode of learning have their own preferred web-based teaching learning platforms, and it is critical to consider these in order to ensure that they are learning conveniently and effectively from the comfort of their homes.

This context motivates the researchers to conduct a study on the preferred web-based teaching learning platforms used by the university students in the new normal for the second semester of the Academic Year 2020-2021 with the

following purposes:

- to determine commonly used web-based teaching learning platforms by the teachers as to virtual conferencing and learning management system; and

- to evaluate university students' preferred web-based teaching learning platforms during the time of pandemic as to virtual conferencing; and learning management systems.

2. METHODS

The descriptive survey method was used to collect and interpret the data in this study. This method described the university students' preferred web-based teaching and learning platforms in the new normal. The researchers used an adapted survey questionnaire to collect data and information for the purpose of recommending preferred teaching-learning platforms.

The study was conducted at the Cebu Technological University- Argao Campus at the Municipality of Argao. The said municipality is located at the southern part of Cebu with a distance of 70.5 kilometers and an approximate travel time of 2 hours and 17 minutes away from the city. The municipality is next to the municipality of Sibonga and has a land area of 191.50 square kilometers or 73.94 square miles with a population of more than 72,000 according to the census on 2015. It has 45 baranggays and one of these is Lamacan, Argao, Cebu where Cebu Technological University Argao Campus is located.

The study's respondents were selected using a simple stratified sampling technique in which the population of students enrolled in Cebu Technological University-Argao Campus was divided into subgroups according to their year level and section. The researchers obtained ten representative samples from each section using random sampling.

He researchers adapted Ridho et al(2019) .'s and Mavroidis et alsurvey .'s questionnaires (2013). This was accomplished primarily through the use of a Google form, which served as the primary tool for collecting data and responding to research questions. ¬¬ The questionnaire employs a four-point Likert Scale (4-Strongly Agree (SA), 3-Agree (A), 2-Disagree (D), and 1-Strongly Disagree (D) (SD). It is comprised of three (3) sections: Part I includes a list of possible web-based teaching and learning platforms that university students may prefer in the new normal. In the new normal setting, Part II contains statements about students' preferred web-based teaching and learning platforms. The Likert scale was used in Part II of the questionnaire. Each item was rated on a scale of strong agreement, agreement, disagreement, and strong disagreement. Respondents rated these questions on a four-point scale:

Weighted Mean Interval	Scale	Description
3.26 – 4.00	4	Strongly Agree
2.51 – 3.25	3	Agree
1.76 – 2.50	2	Disagree
1.00 – 1.75	1	Strongly Disagree

This research study used frequency Count and Simple Percentage to determine the learning platforms that the respondents prefer to use and Weighted Mean to determine the respondents' level of preference towards virtual conferencing platforms and learning management system.

Figure 1: Map showing the Cebu Technological University – Argao Campus, Cebu Philippines(https://www.google.com/search?q=map+of+cebu&sxsrf)

3. RESULTS AND DISCUSSIONS

3.1 Commonly used Web-Based Tecahing-Learning Platforms by University Teachers – Virtual Conferencing

The following table presents the commonly used web-based teaching learning platforms by the teachers in the College of Education in terms of virtual conferencing.

Table 3.1: Web-Based Teaching Learning Platforms Commonly used by the Teachers in the College of Education as to Virtual Conferencing

Virtual Conferencing Platforms	f	%
GoogleMeet	89	98.9
Zoom	88	97.8
MessengerRoom	29	32.2
FbLive	14	15.6
Others:Discord	1	1.1

As shown in Table 4.1, the top three (3) virtual conferencing platforms used by teachers in the BEEd Program are Google Meet, Zoom, and the Messenger Room. Google Meet receives the most responses, with 89 responses out of 90 and a percentage of 98.9 percent. Zoom came in second place with 88 responses out of 90 and a percentage of 97.8 percent. Finally, Messenger Room earned the third spot with 29 responses out of 90 and a 32.2 percent response rate. On the other hand, Facebook Live and Discord received the lowest response rates among virtual conferencing platforms, with the former receiving 14 responses out of 90 (or 15.6%) and the latter receiving only one (1) response (or 1.1%).

According to the data presented above, virtual conferencing was used by teachers via web-based teaching learning platforms such as Google Meet and Zoom. This is supported by a study conducted by Thakker, Parab, and Kaisare (2021), who concluded that Google Meet and Zoom are the most widely used platforms because they offer the greatest opportunity to dominate the field of online education. Additionally, Roscoe (2014) stated that these web-based teaching and learning platforms are interactive and alternative, allowing educators to incorporate the lecture approach into indirect learning activities. Additionally, Google Meet and Zoom benefit learners because they facilitate interactive learning in terms of

information acquisition and learning outcomes.

According to Setyawan et al. (2020), students taught using the Google Meet media-assisted lecture approach had higher posttest scores for knowledge acquisition and learning outcomes. According to the findings, lectures delivered via Google Meet have a significant impact on knowledge development and student learning. Additionally, Google Meet is much easier to use in virtual classes because students can join in seconds (Fishgrund as cited by Ainani and Baghal, 2020). Apart from that, this platform ensures strong data privacy through complex meeting codes, meeting encryption, and other niceties (Perry, 2020). Certain features, such as the new meeting button, create a room and invite everyone who has a meeting code to join a meeting, while the sidebar menu contains settings that make Google Meet appear more minimalist and direct (Bidasaria, 2020).

Another popular virtual conferencing platform used by teachers is Zoom. According to Alfadda and Mahdi (2021), the disruption of traditional face-to-face classes has resulted in numerous college instructors utilizing Zoom as a learning platform for virtual classes due to its user-friendly features and interface. According to a study conducted by Rahayu (2020), more than 60% of college students stated that they were able to communicate effectively using the Zoom application and also used the screen sharing feature to effectively answer questions, comprehend the courses, and collaborate with their peers. Additionally, learners can engage in a variety of instructional activities in a Zoom environment, including classroom lectures, question and answer sessions, and group discussions in breakout rooms, all of which are examples of communication-related activities (Alfadda & Mahdi, 2021). Similarly, McClendon et al. (2017) state that students and educators can meet individually to discuss a student's work, with these sessions being recorded for later viewing. Additionally, Zoom is popular because it performs admirably on a purely functional level.

Additionally, Zoom's advantages as a virtual conferencing learning platform include effective tutoring sessions (Sayem et al. 2017), the educator's ability to delegate control of the session to a student, the availability of annotation tools such as lines and arrows, clear audio, and a stable connection (Dharma et al. 2017; Ferns et al. 2020). Additionally, it can help students overcome feelings of social isolation and foster a sense of community (Lowenthal et al. 2020).

Messenger Room, on the other hand, is a frequently used virtual conferencing learning platform by teachers. According to the results obtained, Messenger Room is less popular than the top two most popular virtual conferencing platforms. One possible reason is the application's distracting features, such as the Messenger Room, which is slightly busier with all the contacts and chats (Gaurav Bidasaria, 2020). In Messenger Rooms, the screen sharing feature is also available, but without file sharing or cloud storage support. In terms of appearance, it is more casual than Google Meet, which is more professional. Indeed, Messenger Rooms are aimed at everyday people looking to stay connected and celebrate birthdays, and they have a dubious track record when it comes to protecting users' privacy (Perry,2020). Any room created within a Group is by definition more public. In short, the privacy and security of the room created, as well as who can enter, are determined by the method and location of its creation. Whereas Google Meet utilizes a code-based system that allows only those who possess it to join the meeting. Participants must be admitted prior to joining and may be muted or removed if necessary (Bidasaria, 2020).

Despite these disadvantages, teachers continue to use Messenger Room as a substitute for Google Meet and Zoom, particularly when the meeting requires immediate action on the part of the students (Saha, 2020). Similarly, because this platform is embedded within Facebook, participants do not need to be Facebook users to use it (Tech Desk, 2020). Anyone with a link to the room can join, as long as the creator has chosen the correct option when sharing the link, which

makes it simple for those who are not as tech-savvy to join. As a result, creating a room is simple on Messenger Rooms' web and mobile applications. 2020 (Bidasaria).

Meanwhile, the table indicates that Facebook Live received fewer responses, indicating that it is not widely used as a learning platform by the majority of teachers. According to Gray (2016), there are numerous opportunities to use Facebook Live in beneficial ways for students and teachers. For example, Facebook Live enables users to connect with news sources and experts quickly and easily. However, Gomes (2019) discussed a few disadvantages of using Facebook live. To begin, there is latency, which refers to the time it takes for some live videos to reach viewers. The amount of latency varies depending on your live streaming equipment, internet bandwidth, and video quality, among other technical factors. Second, there is the issue of copyright and censorship, which requires teachers to exercise extreme caution when conducting live sessions in order to avoid taking down an ongoing Facebook Live, as even if a song is playing in the background, you may run into copyright issues. Finally, it lacks some tools that would assist the host in producing professional-looking live streaming videos. (Melo, 2019; Gomes, 2019).

Finally, Discord received the lowest frequency, indicating that it is the least frequently used virtual conferencing platform among BEEd teachers. It is one of the least used platforms due to the fact that it is primarily used for gaming. Cardos (2020) argues that the Discord platform was designed with gaming communities in mind. Indeed, "Chat for Gamers" was Discord's original motto in March 2020, as it is used to communicate with friends while playing video games (Williams, 2020). Additionally, Berbano and Plantilla (2020) discussed some potential drawbacks of using Discord as a Virtual Conferencing Platform. These include Disord's unique interface and plethora of options, which can be confusing, especially for first-time users, and the fact that other servers that are not school-related may still be visible during calls, which can be distracting, as the platform is primarily a chat app for video games.

3.2 Commonly used Web-Based Teaching-Learning Platforms by University Teachers – Virtual Conferencing – Learning Management System

The following table presents the commonly used web-based teaching learning platforms by the University teachers in terms of learning management systems.

Table 3.2: Web-Based Teaching Learning Platforms Commonly used by the Teachers in the College of Education as to Learning Management System

Learning Management System	f	%
GoogleClassroom	90	100
Edmodo	88	97.8
CTU-Flexible Learning System(ODILO)	37	41.1
Schoology	1	1.1

As shown in Table 4.2, the top three (3) most frequently used learning platforms in terms of learning management systems are Google Classroom (90 out of 90 and 100%), Edmodo (88 out of 90 and 97.8 percent), and CTU-Flexible Learning System (37 out of 90 and 41.1 percent). Meanwhile, Schoology is the least frequently used learning management system, with a frequency of 1 out of 1 and a percentage of 1.1 percent.

According to the results, Google Classroom and Edmodo are the web-based teaching and learning platforms that are used as learning management systems by teachers at the College of Education. Gupta and Pathania's (2020) study on an effective learning platform to implement during the Covid-19 pandemic recommends that Business and Management

students at SMK Negeri 1 Lumajang continue to use Google Classroom as an online learning platform. Additionally, Google Classroom improves student engagement and learning, as well as classroom dynamics. Additionally, it revealed concerns about timeliness and user experiences. The findings were used to develop a framework for evaluating the use of online learning platforms; and to identify four concepts: pace, ease of use, collaboration, and student voice or agency, which are used to evaluate the usability and pedagogical practices of other online learning platforms as well (Heggart and Yoo, 2018). On the other hand, dewi (2014)'s study indicates that students have a favorable attitude toward using Edmodo in their learning process. They are content with their online interactions and communication with friends and teachers. Additionally, Enriquez (2014) found that the majority of respondents viewed Edmodo as an effective supplemental tool for their learning. Additionally, it is one of the social learning platforms that are currently being used by professors and students in a number of Philippine institutions of higher education.

According to Beal (2017), Google Classroom is a collaboration tool for students and teachers. Teachers can use an online classroom to create and distribute assignments to students for free. Additionally, Google Classroom is a tool that allows students and teachers to collaborate on disseminating learning tasks. Students can take an active role in the teaching-learning process through this platform. Additionally, Nagele (2017) stated that Google Classroom enables students of all types, including adult learners, to easily access learning elements. Active lessons can be designed by teachers to be student-centered, collaborative, and memorable. Additionally, Google Classroom is an effective tool for flexible online learning (Yohona, 2020).

Edmodo is another popular Learning Management System used by teachers. According to Mills and Chandra (2011), Edmodo enables students to interact closely with one another and contributes to the development of a positive classroom community. It is one of the tools that are accessible in this new normalization of classes. Utilizing Edmodo enables teachers and students to foster positive interaction while effectively managing their online classes.

According to Cheong (2010), Edmodo is an academic tool that makes use of effective content management systems and integrated learning. As a result, it assists students in developing assignments, group projects, and new forms of collaborative group activity that will be conducted via online platforms. According to Mokhtar (2018), Edmodo also helps close educational access gaps between students, thereby improving learning outcomes (HalalehMa'azi et al 2018).

On the other hand, NelleGigje stated in her review of the CTU-Flexible learning system app that while it is great that it provides students with lessons, it takes too long to load even with a fast internet connection. As a result, students are unable to view the lessons immediately due to the delay or lengthy loading process. Similarly, Laiki Yu stated that while the app contains sufficient and novel features appropriate for online education, it must operate smoothly in order for us to enjoy them. Similarly, the CTU-Flexible learning system is unsuitable for mobile devices, as it requires considerable time to load and operates the app's contents (Matinao, 2020).

Schoology, on the other hand, has the lowest frequency, indicating that it is not a widely used web-based teaching and learning platform as a learning management system in online education. According to Byrd (2013), the disadvantages of Schoology include students' proclivity for distraction, the limited number of accounts that can be opened simultaneously on a single computer, and the lack of moderation of student comments and discussions. A stable internet connection is required to access Schoology. As a result, a high-speed internet connection is necessary (Wibowo, 2016). Additionally, on this platform, students and teachers have a limited amount of time in class to interact (Damayanti, 2020).

Additionally, according to a study conducted by Cepik (2015) at Zivre University, incorporating Schoology into the educational process generates three negative responses: a lack of teacher and student training, an infrastructure issue, and a lack of technological background. According to Tollerico (2013), "while they are experimenting with new technologies to aid in learning, the students encountered certain difficulties, most notably internet connectivity." In relation to this, depending on the nature of the internet problem, the use of Schoology as a learning platform has a significant impact on students' learning processes.

3.3 University Students' Preferred Web-Based Teaching Learning Platforms in the New Normal – Virtual Conferencing

Table 3.3 presents the preferred web-based teaching learning platforms of university students in the new normal as to virtual conferencing. Furthermore, the table presents the standard deviation, mean, verbal description, and interpretation of the responses in students' preferred web-based teaching learning platforms as to virtual conferencing.

Table 3.3: University Students' Preferred Web-Based Teaching Learning Platforms as to Virtual Conferencing

Indicators	WM	S	Categorical Response	Interpretation
1. I prefer to use virtual conferencing platforms for these are useful in online lectures.	3.33	0.52	Strongly Agree	Highly Preferred
2. I prefer to use virtual conferencing platform for it is useful in increasing my interest to participate in the teaching and learning process.	3.19	0.54	Agree	Moderately Preferred
3. I prefer to use virtual conferencing platforms for these are useful in communicating with my fellow classmates in a collaborative task.	3.14	0.63	Agree	Moderately Preferred
4. I prefer to use virtual conferencing platform for it is useful in the formation of a quality learning environment.	3.09	0.59	Agree	Moderately Preferred
5. I prefer virtual conferencing platforms for it is useful when presenting group outputs and reports.	3.24	0.64	Agree	Moderately Preferred
6. I prefer to use virtual conferencing platform for it makes conversation easy.	3.12	0.63	Agree	Moderately Preferred
7. I prefer to use virtual conferencing platform for easier clarifications of the educational material.	3.24	0.62	Agree	Moderately Preferred
8. I prefer to use virtual conference platform for easier elaboration of group educational activities.	3.17	0.64	Agree	Moderately Preferred
9. I prefer to use virtual conferencing platforms because collaboration between students is made easier.	3.13	0.64	Agree	Moderately Preferred
10. I prefer to use virtual conferencing Platform for an easier screen sharing of learning contents.	3.30	0.59	Agree	Moderately Preferred
Totality	**3.20**	**0.60**	**Agree**	**Moderately Preferred**

Legend

Weighted Mean Interval	Categorical Response	Intepretation
3.25-4.00	Strongly Agree	Highly Preferred
2.50-3.24	Agree	Moderately Preferred
1.75-2.49	Disagree	Slightly Preferred
1.00-1.74	Strongly Disagree	Hardly Preferred
S – Standard	**WM –**	
Deviation	Weighted Mean	

As illustrated in Table 4.3, the indicator with the lowest standard deviation of 0.52 and a categorical response of Strongly Agree is statement 1 while the indicator with the highest standard deviation of 0.64 is statement 5. The grand standard deviation of the students' preference for web-based teaching and learning platforms over virtual conferencing was 0.60. This indicates that the students' responses are consistent, implying that they are trustworthy. With a categorical response of Strongly Agree and an interpretation of Highly Preferred, the statement with the highest weighted mean of 3.33 is statement 1. Meanwhile, the statement with the lowest weighted mean of 3.09 is statement 4 which received a categorical response of agree and an interpretation of moderately preferred. In general, students' preference for learning platforms over virtual conferencing was 3.20, with a verbal description of agree and an interpretation of moderately preferred, indicating that the majority of respondents agree to use virtual conferencing platforms. Additionally, the findings indicate that students prefer learning platforms to virtual conferencing used by teachers to conduct online lectures on a more general basis. This means that learning platforms, such as virtual conferencing, are a valuable tool for education because they enable students to learn more effectively and conveniently in the new normal. Schfield (2021) substantiates this implication by stating that as online universities and courses grow in popularity, virtual conferences become more effective in the learning environment. Virtual conference platforms can help teachers and students collaborate more effectively by facilitating file sharing, data presentation, and interactive visualization (Sarabipour, 2020). Students can communicate with or meet with their teachers, ask questions, interact with and learn from their peers (Schofield, 2021).

Grant and Cheon (2007) define virtual conferencing as a type of synchronous meeting that enables spontaneous interaction and immediate feedback via audio, text, and video. Wilkinson and Hemby, 2000; Pittman, 2003). Indeed, Mobo (2020) stated that video conferencing platforms should be used to replace face-to-face interactions and real-time feedback from students to teachers. Additionally, he stated that video conferencing is beneficial in classrooms during this pandemic and in conducting training, seminars, and conferencing in order to avoid infection with COVID-19 and to adhere to the quarantine protocols established by the Inter-Agency Task Force on COVID-19 in the Philippines. In line with this, Carlson's research (2020) indicates that online live meetings via zoom and google meet are specific examples of virtual conferencing that engage participants in interactive online meetings in this new normal setup.

Additionally, virtual conferencing can boost interactive communication by stimulating discussion and boosting social presence (Chan et al., 2000; Coventry, 1994; Pittman, 2003; Smyth, 2005). Indeed, this can be used as a collaborative tool for group projects or group instruction (Alexander et al., 1999; Coventry, 1994; Townsend et al., 2001). Additionally, it can provide proactive support in the form of prompt feedback (Alexander et al., 1999; Chan et al., 2000; Pittman, 2003) and can help save time and money on travel (Alexander et al., 1999; Chan et al., 2000; Pittman, 2003). (Chan et al., 2000; Coventry, 1994; Wilkinson &Hemby, 2000). On the other hand, students agree that the utility of video conferencing platforms in establishing a high-quality learning environment is reasonable in the new normal. Gladovi et al. (

2020) support this by stating that video conferencing has become an integral part of many other fields, most notably education. They stated that students receive instructions and information on any topic via video conferencing and are able to ask questions of participants from all video conferencing locations. Additionally, they stated that the incorporation of digital images, videos, and video conferencing into the classroom broadens the scope of instruction and connects students to the world in which they live. Video conferencing as a mode of distance education exemplifies the relationship between the use of technology and the necessity of reorganization to maximize its benefits. Additionally, video conferencing, web-based seminars, chat rooms, and instant messaging are all examples of synchronous learning environments that are used to enhance e-learning environments by enabling online participation. The incorporation of synchronous learning platforms into an online course, such as a virtual conferencing platform, may boost student engagement and motivation (Stewart et al., 2012).

Additionally, as institutions continue to experiment with and implement models in which students from remote or satellite locations join an existing on-campus classroom via videoconferencing, these environments fall short of serving as an extension of that classroom (University of Central Florida, 2017). It is not sufficient to introduce video conferencing technology, in which remote students become spectators and can easily vanish (Gillies, 2008); or in which students physically present with the instructor are ignored in order to accommodate their remote counterparts unintentionally (Valentine, 2004). A synchronous learning environment, on the other hand, is unmistakably its own modality, complete with its own strategies and pedagogy. It undoubtedly requires a robust infrastructure and system (Ardley, 2014), as well as a robust faculty development program for faculty teaching in this modality (Szeto, 2014). However, the first and most critical strategy that cannot be overlooked is to ensure that students have an equitable experience by having the instructor teach from a studio-style room and all students join from similarly equipped remote classrooms — on or off campus.

In aggregate, schools at the tertiary level have shifted to online instruction as a result of the novel coronavirus pandemic. Teachers who previously taught exclusively in person in the classroom are now looking for innovative ways to capture and maintain their students' attention during lectures and lessons (MacCormac College, 2020). In line with this, technology enables a truly interactive teaching/learning experience, enabling teachers to cultivate a more engaged, collaborative environment in the process (Avoira, 2021). Additionally, instructors can employ a range of technologies, from simple pre-recording or live streaming to interactive video conferencing software. Indeed, video conferencing has a number of potential educational benefits (MacCormac College, 2020). Without a doubt, video conferencing is ideal for the classroom because it enables educators to incorporate the world into their lesson delivery, thereby facilitating the creation of inspiring and interconnected learning experiences. Additionally, global online collaboration is expected to be a major trend in educational technology in the coming years (Promethean, 2018). Additionally, the incorporation of video conferencing into the classroom can impart a new dimension. It enables teachers to communicate with other classes, to introduce international guest lecturers, and to bring live events to their students (Avoira, 2021). Indeed, when it comes to video conferencing technology, the educational industry may benefit from cost savings, improved time management, and increased collaboration between students and teachers, all while expanding learning beyond the traditional classroom (Promethean, 2018).

3.4 University Students' Preferred Web-Based Teaching Learning Platforms in the New Normal – Learning Management System

The table below presents the preferred web-based teaching learning platforms of university students in the new normal as

to learning management system. Furthermore, the table presents the standard deviation, mean, verbal description, and interpretation of their responses.

Table 3.4: Students' Preferred Web-Based Teaching Learning Platforms as to Learning Management Systems

Indicators	WM	S	Categorical Response	Interpretation
1. I prefer to use learning management system for it is useful in communicating important due dates or time frames for learning activities.	3.36	0.57	Strongly Agree	Highly Preferred
2. I prefer to use a learning management system for it is useful to get immediate feedback and comments from my instructor.	3.23	0.54	Agree	Preferred
3. I prefer to use a learning management system for it is use full in increasing my Learning productivity.	3.14	0.59	Agree	Preferred
4. I prefer to use a learning management system for It is useful to keep track with important course outcomes and contents.	3.27	0.51	Strongly Agree	Highly Preferred
5. I prefer to use a learning management system for it is useful in accomplishing tasks quickly.	3.32	0.58	Strongly Agree	Highly Preferred
6. I prefer to use a learning management system for an easier access of learning contents and assignment.	3.36	0.53	Strongly Agree	Highly Preferred
7. I prefer to use learning management system for an easier submission of assignments and tasks.	3.38	0.57	Strongly Agree	Highly Preferred
8. I prefer to use a learning management System for an easier downloading of course materials.	3.40	0.51	Strongly Agree	Highly Preferred
9. I prefer to use a learning management system where the features are easy to navigate.	3.28	0.54	Agree	Preferred
10. I prefer to use learning management systems for an easier access of important announcements	3.40	0.54	Strongly Agree	Highly Preferred
Totality	**3.31**	**0.55**	**Strongly Agree**	**Highly Preferred**

Legend

Weighted Mean Interval	Categorical Response	Interpretation
3.25-4.00	Strongly Agree	Highly Preferred
2.50-3.24	Agree	Moderately Preferred
1.75-2.49	Disagree	Slightly Preferred
1.00-1.74	Strongly Disagree	Hardly Preferred
S –	**WM –**	
Standard Deviation	Weighted Mean	

As shown in Table 4.4, statements 4 and 8 both had the lowest standard deviation of 0.51 while statement 3 had the highest. In aggregate, the BEEd students' preferred web-based teaching learning platforms as a learning management system had a standard deviation of 0.55. This indicates that the respondents' responses are consistent, and thus their responses are reliable.

In terms of weighted mean, the statements 8 and 10 with a verbal description of Strongly Agree and an interpretation of Highly Preferred have the highest weighted mean of 3.4. The statement with the lowest weighted mean of 3.14 is 3 which includes a verbal description of Agree and an interpretation of Moderately Preferred. In general, BEEd students' preferred web-based teaching and learning platforms in the new normal for learning management systems received a grand mean of 3.31 with a verbal description of Strongly Agree and an interpretation of Highly Preferred, indicating that the majority of respondents strongly agree with the above-mentioned statements. Additionally, the findings indicate that BEEd students strongly prefer to use the learning management system because it is convenient and user-friendly in this new normal.

Bove & Conklin (2010) support this implication, stating that learning management systems are advantageous for online learning because they facilitate communication and interaction between students and lecturers, debates, document sharing, assignment submissions, quizzes, grading, and course evaluation tools. Additionally, LMSs enable the integration of critical aspects of teaching and learning and simplify course management (Dalsgaard, 2006). Indeed, Sakyi and Amponsah (2018) stated that learning management systems are widely preferred for their utility and ease of use in the context of distance online learning. It is a comprehensive system for learning, teaching, research, and collaboration; it enables the incorporation of online components into traditional face-to-face courses; and the development of entirely online courses with no or few face-to-face meetings (Blended Learning; Flipped Classroom; Distance Education).

This notion is supported by Fred Davis's 1986 Technology Acceptance Model (TAM), which states that perceived usefulness and perceived ease of use have a direct effect on an individual's intention to use a system preferably. Thus, the more effectively a technology, such as a learning management system, supports learning, the more likely students will perceive it as useful. In this regard, research indicates that students' acceptance and preference for the learning management system play a critical role in determining whether the system is usable and utilized by instructors. As a result, it is more likely to be accepted and preferred (Oskouei, 2010). More precisely, students prefer a learning management system that includes adequate and appropriate tools to assist them in completing their education (Davis as cited by Freire et al, 2012).

Additionally, Adzharuddin (2018) asserts that in today's world, where information is rapidly disseminated via the internet, the LMS is a critical tool for students because it enables them to stay current on their coursework and receive instant notifications regarding daily assignments. Apart from that, lecturers can communicate with their students outside of class hours and can instantly update them via the LMS about coursework-related issues (Ling, 2013)

Although some students and teachers who use LMS may encounter difficulties, this is all part of the process of learning and adjusting to a new system. However, schools should provide adequate training and guidance to students and lecturers who use the LMS, as well as maintain an on-call team to resolve any issues that may arise (Luan et. al, 2018).

4. CONCLUSIONS

According to the study's findings, students prefer both virtual conferencing and learning management systems as web-based teaching and learning platforms used by teachers in the university. Students enrolled prefer to use virtual

conferencing platforms because they are more convenient for online lectures with their instructors. Additionally, they prefer to use a learning management system because it makes it simple to access and download course materials.

These findings are consistent with Fred Davis's Technology Acceptance Model, which suggests that an individual's preference for a platform can be validated by its perceived usefulness and ease of use (Davis as cited by Deslonde & Becerra, 2018). The findings indicate that the aforementioned learning platforms are useful and simple to use, implying that the theory or model is not refuted.

5. ACKNOWLEDGEMENT

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